

# Grade 3

## Opinion Writing – My Opinion

Instructional Unit Resource for the  
*South Carolina College- and Career-Ready Standards for  
English Language Arts*

South Carolina Department of Education  
Office of Standards and Learning  
August 2016



## **Third Grade: Opinion Writing: My Opinion**

### **Unit Rationale/Overview:**

This unit focuses on writing opinion pieces. Its purpose is to assess the students' abilities to write an opinion piece that introduces a topic, states an opinion with supporting reasons, creates an organizational structure, and provides a concluding statement. The teacher will offer guidance and support as students plan, revise and edit.

Opinion writing is a prerequisite skill for argument writing. Reading (informational text), inquiry, and communication standards are naturally interwoven as teachers model choosing a topic and stating an opinion about it. They stress the importance of working collaboratively, articulating and supporting an opinion. Students practice sharing their opinions, supporting reasons and relevant evidence with a partner who has an opposing viewpoint. This strategy allows students to begin to consider opinions other than their own.

The work the students do under the guidance of the teacher can serve as the model for work the students will do independently with the teacher's support as needed. This work will include inquiry, reading informational text, communication and writing.

Through collaboration, analysis of informational texts, and writing, students will learn skills that will help them develop the world class skills listed in the Profile of the South Carolina Graduate.

<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

**Estimated Time Frame:** two weeks.

### **Standards and Indicators**

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

### **Targeted Standards/Indicators**

#### **Reading-Informational Text**

**3.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

3.RI.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

**3.RI.6 Summarize key details and ideas to support analysis of central ideas.**

3.RI.6.1 Summarize multi-paragraph texts, using key details to support the central idea.

## **Writing**

### **3.W.1 Write arguments to support claims with clear reasons and relevant evidence.**

- 3.W.1.1 Write opinion pieces that
- introduce a topic or text clearly, state an opinion, and create an organizational structure that includes reasons;
  - use information from multiple print and multimedia sources;
  - organize supporting reasons logically;
  - use transitional words or phrases to connect opinions and reasons;
  - develop and strengthen writing as needed by planning, revising, and editing, building on the personal ideas of others;
  - use paraphrasing and original language to avoid plagiarism; and
  - provide a concluding statement or section.

## **Communication**

### **3.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**

- 3.C.1.1 Explore and create meaning through conversation and interaction with peers and adults.
- 3.C.1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.
- 3.C.1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.
- 3.C.1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others to clarify thinking and express new thoughts.
- 3.C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

## **Embedded Standards/Indicators**

### **Inquiry-Based Literacy**

- 3.I.1 **Formulate relevant, self-generated questions based on interests and/or needs that can be investigated**
- 3.I.1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.
- 3.I.2.1 Explore topics of interest to formulate logical questions, build knowledge, generate possible explanations; consider alternative views.
- 3.I.3 **Construct knowledge, applying disciplinary concepts and tools, to build a deeper understanding of the world through exploration, collaboration, and analysis.**

3.I.3.1	Develop a plan of action for collecting relevant information from primary or secondary sources.
3.I.3.2	Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
<b>3.I.4</b>	<b>Synthesize information to share learning and/or take action.</b>
3.I.4.1	Draw logical conclusions from relationships and patterns discovered during the inquiry process.
<b>Writing</b>	
<b>3.W.4</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>
3.W.4.1	When writing: <ul style="list-style-type: none"> <li>a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;</li> <li>b. form and use regular and irregular plural nouns; use abstract nouns;</li> <li>c. form and use regular and irregular verbs;</li> <li>d. form and use the simple verb tenses;</li> <li>e. ensure subject-verb and pronoun-antecedent agreement;</li> <li>f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be compared;</li> <li>g. form and use prepositional phrases;</li> <li>h. use coordinating and subordinating conjunctions; and</li> <li>i. produce simple, compound, and complex sentences.</li> </ul>
<b>3.W.5</b>	<b>Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.</b>
3.W.5.1	Capitalize appropriate words in titles, historical periods, company names, product names, and special events.
3.W.5.2	Use: <ul style="list-style-type: none"> <li>a. apostrophes to form contractions and singular and plural possessives;</li> <li>b. quotation marks to mark direct speech; and</li> <li>c. commas in locations and addresses to mark direct speech, and with coordinating adjectives.</li> </ul>
3.W.5.3	Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.
3.W.5.4	Use spelling patterns and generalizations.
3.W.5.5	Consult print and multimedia sources to check and correct spellings.
<b>3.W.6</b>	<b>Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</b>
3.W.6.1	Write routinely and persevere in writing tasks:

- a. over short and extended time frames;
- b. for a range of domain-specific tasks;
- c. for a variety of purposes and audiences; and
- d. by adjusting the writing process for the task, increasing the length and complexity.

## Communication

### **3.C.2 Articulate ideas, claims, and perspectives in a logical sequence, using information, findings, and credible evidence from sources.**

- 3.C.2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.
- 3.C.2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.

## Clarifying Notes and/or “I Can” Statements

### Clarifying Notes

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in small groups, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

The suggested strategies are meant to build students’ abilities to write an opinion piece through process writing while incorporating reading and informational standards and indicators.

The strategies listed within this unit can be taught within Writer’s Workshop. When Writer’s Workshop is integrated with reading, students interpret meaning in a more authentic way. The components of Writer’s Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

*Teaching Elementary Students to be Effective Writers* provides evidence –based recommendations for addressing writing for instructional practices. Those recommendations include the following:

1. Provide daily time for students to write.
2. Teach students the writing process.

3. Teach students to write for a variety of purposes.
4. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
5. Create an engaged community of writers. (Institute of Education Sciences, 2012)

For more information: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/writing\\_pg\\_062612.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf)

### ***The Fundamentals of Writing (K-12)***

*The Fundamentals of Writing* provides the classroom structure for a writing community, using a workshop approach. Students learn the recursive process of writing, act as collaborators of writing with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author's craft techniques in their work. *The Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find *The Fundamentals of Writing* in the SCCR Standards document.

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf>

### **"I Can" Statements**

"I Can" statements are learning targets of what students need to know and be able to do as it relates to the standards/indicators.

- I can write an opinion piece that introduces a topic, states an opinion, and creates an organizational structure that includes reasons. (3.W.1.1.a.)
- I can write an opinion piece that uses information from multiple print and multimedia sources. (3.W.1.1.b.)
- I can write an opinion piece that organizes supporting reasons logically. (3.W.1.1.c.)
- I can write an opinion piece that uses transitional words or phrases to connect opinions and reasons. (3.W.1.1.d.)
- I can develop and strengthen my writing as needed by planning, revising, and editing while building on my personal ideas and the ideas of others. (3.W.1.1.e., 3.C.1.4)
- I can write an opinion piece that uses paraphrasing and original language to avoid plagiarism. (3.W.1.1.f.)
- I can write an opinion piece that provides a concluding statement or section. (3.W.1.1.g.)
- I can interact with others through meaningful conversations and discussions. (3.C.1.1., 3.C.1.2., 3.C.1.3.)
- I can build on the ideas of others to clarify thinking and express new thoughts. (3.C.1.4.)
- I can respond to and relate to comments made in multiple exchanges. (3.C.1.5.)

### **Essential Questions**

These are **suggested** essential questions that will help guide student inquiry.

- How can an opinion writing piece be effective?
- How can writing convince others to alter their opinions?
- Why is it important to explain and express your point of view?

## Academic Vocabulary

Some students may need extra support with the following academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction would be during the modeling process.

organizational structure  
transitional words  
paraphrase  
plagiarism  
reasonable opinion

## Prior Knowledge

From the Inquiry-Based Literacy Standards in K-2, students have learned to transform their “wonderings” into self-generated questions that lead to group conversations, explorations and investigations.

In second grade, students completed the following indicators:

### Reading-Informational Text

- Ask and answer literal and inferential questions while using specific details to make inferences and draw conclusions.
- Summarize the text by stating the topic of a paragraph.

### Writing

- Explore print and multimedia sources to write opinion pieces.
- Introduce the topic.
- State an opinion.
- Supply reasons that support the opinion.
- Use transition words to connect the topic with the reasons.
- Provide a concluding statement or section.

### Communication

- Explore and create meaning through conversation, drama, questioning and story-telling.
- Apply the skills of taking turns, listening to others, and speaking clearly.
- Apply verbal and nonverbal techniques, including volume and tone, eye contact, facial expressions, and posture.
- Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
- Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

## Subsequent Knowledge

In fourth grade, students will be expected to complete the following indicators:

### Reading-Informational Text

- Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.

### Writing

- Learn to group related ideas together to support the author's purpose.
- Use quotations to avoid plagiarism.

### Communication

- Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.
- Respond to questions to acquire information concerning a topic, text, or issue.
- Pose specific questions, respond to the questions to clarify thinking and express new thoughts.

## Potential Instructional Strategies

### Lessons build toward the culminating activity of writing an opinion:

Write to show your opinion about a way to make the world a better place. (examples: argue for less homework, more recess, more fun food in the lunchroom)

**Learning Target: I can participate in a discussion on effective opinion writing and analyze a piece of opinion writing for its effectiveness.**  
(3.C.1.1, 3.C.1.2, 3.C.1.4., 3.C.1.5., 3.RI.5.1, 3.W.1.1.)

### Note:

Preparation- Select a mentor text with opinions and arguments from the suggested list found in the Resource section of this unit.

### Model (I do)

- Lead a class discussion on what an opinion is and how to support it.
- Conduct an interactive read aloud, using a text with opinions and arguments. Discuss the author's opinion and supporting reasons with students.
- Once ideas have been determined, evaluate the supporting reasons.
  - Which are effective? Which are not? Why?
- After a follow-up whole group discussion, collaborate with students to create a class anchor chart on what constitutes effective opinion writing. New information can be added to the anchor chart as needed.



**Guided Practice (We do)**

- Place students with a partner. Provide a mentor text to each group; have them identify the opinions and supporting reasons.
- Listen in and take notes while students discuss the texts with their partners.
- Have students share their ideas on the opinions and supporting reasons. Additional information can be added to the anchor chart as needed.

**Independent Practice (You do)**

- As an independent writing activity, have students revisit their Writing Notebooks to make sure that supporting reasons are included in their opinion writing pieces. Rewrite, if necessary, to add supporting reasons. Use mentor texts as models.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding as needed.
- Bring the students together in a large group to share items from their topic lists.

**Note:**

Additional Mini-Lessons using above format

- What types of transitions are used to connect opinions and reasons? What makes these transitions effective?
- How does the author conclude the writing? Is the conclusion effective?

**Instructional Strategy:** I can state my opinion.

**Learning Target:** I can write an opinion piece that states my opinion. (3. W.1.1a)

**Note:**

Preparation- Teacher needs to select a text that is hilarious, terribly boring, gross, or surprising to read in this lesson.

**Model (I do)**

- Read aloud a carefully selected text that will allow students to express their opinions. Choose a text that is out of the ordinary in some way so that it will easily allow students to express their opinions.
- After reading, model your opinion of the text, beginning with the statement “Here’s what I thought,” and using language to show it is an opinion: I thought \_\_\_\_\_ was \_\_\_\_\_ because\_\_\_\_\_.

- Emphasize that opinions may differ because they are personal viewpoints rather than something that is necessarily “true” or “factual.” (Owocki, 2013)

### **Guided Practice (We do)**

- Put students with partners, and provide two to three read alouds for them to use as they state their opinions and give reasons.
- Share their findings in whole class discussions.

### **Independent Practice (You do)**

- As an independent writing activity, have students revisit their Writing Notebook to ensure that they have stated an opinion, along with a supporting reason, within their opinion writing pieces. Rewrite to add supporting reasons. Use mentor texts as models.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring the students together in large group to share items from their topic lists.

**Instructional strategy:** Choose a Topic

**Learning Target:** I can select a topic, discuss supporting facts and details while I consider another person’s viewpoint. (3.C.1.1., 3.C.1.2., 3.C.1.3., 3.C.1.4., 3.C.1.5.)

### **Model (I do)**

- The teacher leads the class in a discussion of school-based students’ concerns. (Examples: Additional four-square courts are needed on the playground. The playground should be added to the before school open areas for students. Students should be able to download apps on school-owned electronic devices.)
- During the discussion, the teacher explains that issues of concern should have two sides for the purpose of this assignment. (Example of two sides: Ice cream should be offered for sale at both lunchtime and recess. Example of one side: Students should walk, not run, in the hall at dismissal.) As topics are suggested, the teacher creates a list.
- After a list of possible topics is created, the teacher and the students determine which topic has two strong opposing sides.
- The teacher divides the class in half and assigns one side of the topic to each side.

**Guided Practice (We do)**

- Small groups meet to discuss their assigned side of the issue.
- Students pair-off (can be teacher assigned pairs) with each student representing a different side.
- Each person in the pair has a set time to state his/her opinion.
- Once both students have spoken, each student repeats his/her opinion, stating the strongest point.
- Reconvene each small group.
- Have small groups reevaluate their stated points to strengthen their opinions.
- Each group researches their opinion to provide an opportunity for inquiry with purpose. This research can be in the form of documents or interviews with experts on the topic. (Example: If the topic is school-based, students might interview someone in the building with multiple experiences with the topic. If the topic is recess related, the students might interview students from other classes who are at recess during their assigned time and the adult(s) in charge of recess at their assigned time.)

**Independent (I do)**

- Students will record their findings individually.
- The students will create their own individual opinion writing topic lists.
- The teacher will conduct independent writing conferences, document the results of the conference, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share items from their topic lists.

**Instructional Strategy:** Use a planning sheet organizer to structure opinion writing.

**Learning Target:** I can create a structure to my opinion writing. (3. W.1.a and 3. W.1c)

**Note:**

Preparation: Prior to the lesson, the teacher should have completed the Opinion Writing Planning organizer.

**Model (I do)**

- Explain that sometimes in opinion writing, a writer’s work can be confusing and weak because of poor planning.
- Tell students that a planning sheet is necessary for logical organization.
- Model and conduct a think aloud of how to complete the planning sheet, emphasizing the importance of stating the opinion and giving reasons and examples.

**Guided Practice (We do)**

- Place students with partners, and provide topics such as the following:
  - *Write your opinion about a topic we have studied in science.*
  - *Write your opinion about a topic we have studied in social studies.*
  - *Write your opinion about something you want to change.*
  - *Write your opinion about a product or place.*
- Have students complete the planning sheet.
- Share findings, and discuss how organization gives the paper a logical flow.

State Your Opinion:

Support Your Opinion:

Reason 1:

Example:

Reason 2:

Example:

Reason 3:

Example:

**Independent (You do)**

- As an independent writing activity, have students use the planning sheet to organize their opinions and reasons and to begin drafting the opinion paper.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.

**Instructional Strategy:** Very Important Points (VIP)

**Learning Target:** I can write an effective opinion piece, using relevant evidence. (3.W.1.a.-g.)

**Model (I do)**

- Display a one-page copy of an informational text. Explain to the students that using this strategy will help them determine the most important ideas/points of the text.
- Model how to determine which points are important in a text. (Plan to find only four important facts). Using four sticky notes, explain that if the reader doesn't limit himself or herself, he or she will be tempted to mark everything as important. Then read the passage aloud and model how to determine what is important. Place the sticky notes on the most important facts.

**Guided Practice (We do)**

- Place students with partners.
- While reading aloud, allow the students time to turn and talk with each other to determine whether a fact is important or not.
- The teacher then reviews the VIPs and rereads the passage so students can decide if additional information is needed.

**Independent Practice (You do)**

- Based on their chosen topic, have students choose four very important ideas to include in their writing.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in a large group to share items from their topic lists. (Hoyt, 2011, 54-55)

**Instructional Strategy:** Revise the writing by adding details

**Learning Target:** I can develop and strengthen my writing as needed by planning, revising, and editing while building on my personal ideas and the ideas of others. (3.W.1.1.e., 3.C.1.4)

**Note:**

Preparation- Use a previously written opinion piece of your own as a model when adding details.

**Model (I do)**

- The teacher and students will discuss the information the students come up with on both sides of the issue.
- As the students supply information, the teacher can record it on one of two charts. (One chart for each side.)
- The teacher introduces the idea of adding “jaw-dropping details” to get the reader’s attention.
- The teacher models revising his/her opinion paper by adding details.

**Guided Practice (We do)**

- Students work with their partners to determine which jaw-dropping detail(s) would make their writing more interesting.
- Partners then share their thoughts with the class.
- The teacher can add these details to the charts and encourage the students to use these charts in their writing to grab the reader’s attention. (Hoyt, 2001, 162-163)

**Independent Practice (You do)**

- As an independent writing activity, the students will add details to their opinion papers.
- The teacher will conduct independent writing conferences, document the results of the conference, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share how they added details.

**Note:**

The teacher may use a writing rubric as an instructional tool for the students in the revision and editing stages. The students may have personal copies in addition to a posted copy of the rubric to refer to as they work. A link for the SC READY rubric can be found in the Resources section. The Grade 3 Opinion Writing Rubric can be found within the Appendix of this unit.

**Instructional Strategy:** Writing a Strong Conclusion

**Learning Target:** I can write an opinion piece that has a conclusion statement or section. (3.W.1.g)

**Note:**

Preparation: Provide a collection of mentor texts with strong conclusions. Have copies on hand of a student sample which lacks a concluding statement or section.

**Model (I do):**

- Use several passages from mentor texts that have a strong conclusion. Create a chart of examples for the student from these passages.
- Explain to the students that a conclusion provides the opportunity for the writer to remind the reader of what is important about the topic.

**Guided Practice (We do):**

- Using the endings found in mentor texts as examples, have students rewrite a concluding statement in a piece of student writing.

**Independent Practice (You do):**

- The students will write independently, revising their work to add strong conclusions to their opinion writing as modeled above.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in large group to share their writing.

**Assessment Task****Culminating Activity:**

Write to show your opinion about a way to make the world a better place. (examples: argue for less homework, more recess, more fun food in the lunchroom)

The writing will be assessed, using the [Grade 3 Opinion Writing Rubric](#) found in the Appendix.

**Formative Assessments:**

The independent practice “I do” components of each lesson may serve as formative checks of students’ understanding of the standard. Additional practices may be included as necessary.

**Summative Assessment:**

Students will create an opinion piece that introduces and supports their opinion. They will use transitional words to connect the ideas to each other and provide a concluding statement.

A completed piece can be assessed using the SC READY Text Dependent Analysis Scoring

Guideline. [http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC\\_READY\\_TDA\\_Scoring\\_Guidelines\\_With\\_Nonscore\\_Codes.pdf](http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf)

**Resources****Gradual Release Model**

<http://www.acpsk12.org/pl/coachs-cuts/gradual-release-model/>

Gradual Release: Improving Practice with Sarah Brown Wessling

<https://www.teachingchannel.org/videos/improving-teacher-practice>

Gradual Release of Responsibility: I do, We do, You do

<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

**Teacher Think-Alouds**

Building Reading Comprehension Through Think-Alouds

<http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html>

Literature, Literacy, and Comprehension Strategies (page 8)

<https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/29900chap01x.pdf>

**Mentor Texts**

Using Mentor Texts to Motivate and Support Student Writers

<http://www.edutopia.org/blog/using-mentor-text-motivate-and-support-student-writers-rebecca-alber>



Writing with Mentor Texts

[http://elaccss.ncdpi.wikispaces.net/file/view/ELA\\_Webinar - Writing with Mentor Texts April 18 2013.pdf](http://elaccss.ncdpi.wikispaces.net/file/view/ELA_Webinar_-_Writing_with_Mentor_Texts_April_18_2013.pdf)

Using Mentor Texts to Empower Student Authors

<http://www.scholastic.com/teachers/top-teaching/2013/10/using-mentor-texts-empower-student-authors>

Always Write: Mentor Texts

<http://corbettharrison.com/mentortext.html>

K-5 On-Demand Opinion Writing Student Samples

[http://achievethecore.org/content/upload/ArgumentOpinion\\_K-12WS.pdf](http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf)

*The Writing Thief: Using Mentor Text to Teach the Craft of Writing* by Ruth Culham

### **Mentor Texts with Opinions and Arguments**

- “Earrings” by Judith Viorst
- *If I were in Charge of the World and Other Worries*: “Mother Doesn’t Want a Dog” by Judith Viorst
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- *Dear Mrs. LaRue: Letters from Obedience School* by Mark Teague
- *I Wanna Iguana* by Karen Kaufman
- *I Wanna a New Room* by Karen Kaufman
- *Ike for Mayor: Letters from the Campaign* by Mark Teague
- *Otto Runs for President* by Rosemary Wells
- *Duck for President* Doreen Cronin
- *Vote for Me!* by Ben Clanton
- *The True Story of the Three Little Pigs* Jon Scieszka
- *The Perfect Pet* by Margie Palatini
- *Those Shoes* by Maribeth Boelts
- *All the Places to Love* by Patricia MacLachlan
- *Hey, Little Ant!* By Phillip Hoose

Expeditionary Learning - Anchor Charts: Making Thinking Visible

[https://www.engageny.org/sites/default/files/resource/attachments/anchor\\_charts.pdf](https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf)

Anchor Charts 101: Why and how to Use them, Plus 100s of Ideas

<http://www.weareteachers.com/blogs/post/2015/11/12/anchor-charts-101>

25 Awesome Anchor Charts for Teaching Writing

<http://www.weareteachers.com/blogs/post/2014/09/08/25-awesome-anchor-charts-for-teaching-writing>

Thinking Partners

Strategies for Teaching Reading: Thinking Partners

<https://www.youtube.com/watch?v=qYoeVkf3s7E>

Setting the Stage for Deep Thinking

<http://www.weareteachers.com/hot-topics/topics-in-education/we-all-teach-reading-and-writing/setting-the-stage-for-deep-thinking>

Graphic Organizers for Opinion Writing

<http://www.scholastic.com/teachers/top-teaching/2015/03/graphic-organizers-opinion-writing>

**OPINION/ARGUMENT WRITING RUBRIC  
GRADE 3**

<b>SCORE</b>	<b>4 Exceeds</b>	<b>3 Meets</b>	<b>2 Develops</b>	<b>1 Begins</b>
<b>Focus/Opinion</b>	<ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the prompt</li> <li>• States an opinion that demonstrates an insightful understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to all parts of the prompt</li> <li>• States an opinion that demonstrates an understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to most parts of the prompt</li> <li>• States an opinion that demonstrates limited understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to some or no parts of the prompt</li> <li>• Does not state an opinion and/or demonstrates little to no understanding of topic/text</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Organizes ideas and information into logical, coherent paragraphs that are clear to the reader</li> <li>• Uses linking words and phrases skillfully to connect reasons to opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence</li> <li>• Uses linking words and phrases to connect reasons to opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion)</li> <li>• Uses some linking words to connect reasons to opinion but simplistically or ineffectively</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes with no evidence of paragraph structure</li> <li>• Uses no linking words</li> </ul>
<b>Support/Evidence</b>	<ul style="list-style-type: none"> <li>• Supports opinion skillfully with substantial and relevant facts, details, and/or reasons</li> <li>• Provides explanation/analysis of how evidence supports opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Supports opinion with relevant reasons</li> <li>• Provides clear explanation of how reasons support opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Supports opinion with minimal and/or irrelevant reasons</li> <li>• Provides some explanation of how reasons support opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Does not support opinion with reasons</li> <li>• Provides no or inaccurate explanation of how reasons support opinion</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Uses purposeful and varied sentence structures</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning</li> <li>• Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning</li> <li>• Uses academic and domain-specific vocabulary appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some correct but repetitive sentence structures</li> <li>• Demonstrates some grade level appropriate conventions, but errors may obscure meaning</li> <li>• Uses limited academic and/or domain-specific vocabulary for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Uses little to no correct sentence structure</li> <li>• Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</li> <li>• Uses no academic or domain-specific vocabulary</li> </ul>

**Grade 3: Opinion Writing**  
**My Opinion**  
**References**

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